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Ce rapport final présente les résultats de l'évaluation du programme d'enseignement de l'anglais au secondaire. Cinq instruments de mesure ont servi à recueillir des données à chaque phase de développement du programme. Ont participé à l'évaluation : élèves, parents, directeurs d'école, consultants et enseignants. Le premier chapitre présente des informations générales sur l'évaluation du programme. Dans le deuxième chapitre, on rappelle les conclusions de l'évaluation initiale réalisée en mars 1981. Les chapitres suivants présentent les données significatives qui ont été recueillies par questionnaires. Celles-ci se rapportent à : la préparation du personnel lors de l'implantation du programme, l'implantation proprement dite ainsi que les éléments, l'appréciation générale et les impacts du programme. On analyse ensuite les résultats obtenus à l'examen de mai 1988 administré à 343 élèves de secondaire II. Dans le dernier chapitre, on interprète les réponses positives et négatives des répondants et les résultats à l'examen. En conclusion, des recommandations sont formulées en vue d'assurer un suivi adéquat.

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PROGRAM EVALUATION

ENGLISH LANGUAGE ARTS
SECONDARY 2

Global Report

February 1990

Québec

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ENGLISH LANGUAGE ARTS
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Global Report

Direction générale de l'évaluation et des ressources didactiques
Direction du développement de l'évaluation

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INTRODUCTION

In May 1988, the ministère de l'Éducation carried out an evaluation of the English Language Arts I-V Program at the Secondary II level. The program evaluation (Evagram) involved several components. An initial evaluation was made at the time the program was designed. A series of questionnaires was sent to teachers, consultants, principals and parents soliciting their views of the program's effectiveness, following its implementation. In addition, an examination was given to a representative sampling of students in Secondary II. The purpose of this final report is to present the results of the English Language Arts I-V program evaluation.

Chapter one of this report provides general information on program evaluation. Chapter two reviews the original evaluation report on the new program. Chapters three to seven present the significant data gathered from the responses to the questionnaires. Chapter eight provides an analysis of the results obtained by the students in Secondary II who participated in the examination. Chapter nine offers possible interpretations as suggested by the data. A concluding chapter offers a series of recommendations that might lead to appropriate follow-up action.

1. GENERAL INFORMATION ON PROGRAM EVALUATION

1.1 Purpose of Program Evaluation

The proposed system for evaluating programs of study is an integral part of the curriculum revision process. By means of this system the ministère de l'Éducation intends to collect information concerning:

- the quality of each program;
- how effectively each program has been implemented;
- the degree of satisfaction of those using the new programs;
- the effects of the new programs on teaching practices;
- how successfully students are able to meet the compulsory objectives of the new programs.

The above data will enable the ministère de l'Éducation to make informed decisions with respect to retaining or revising any new program, as well as the amount and types of resources necessary to support program implementation, teacher retraining, etc.

1.2 Program Evaluation Model and Procedures

Program evaluation is a process by which a given program is analysed and evaluated in light of the data collected during each phase of its development. The process consists of three phases:

1. program development
2. program implementation
3. implications in the classroom.

In the overall process, the following elements are assessed:

- the elements which determine the content of the program, e.g., rationale, objectives, content;
- the factors which determine the implementation and application of the program, e.g., teacher preparation, the physical environment, teaching materials, the organization of the school;
- the teaching/learning outcomes which include such things as: student performance, the level of satisfaction of teachers, students and administrators with the program.

A series of measurement instruments has been developed to assess the various elements appropriate to each phase. Each of these instruments is identified below, together with a description of the purpose of the instrument.

Instrument 1 - A checklist used to determine the degree to which a written document adheres to the guidelines established by the ministère de l'Éducation in program design.

Instrument 2 - A series of questionnaires used:
. to determine the quality of the implementation activities which have been offered (Instrument 2.1),

. to establish the extent to which teachers are prepared to implement a new program (Instrument 2.2).

Instrument 3 - A questionnaire used to establish the levels of satisfaction and of effectiveness of teachers who have implemented the program in the classroom.

Instrument 4 - A criterion-referenced test administered to students in order to establish the extent to which the compulsory program objectives have been met.

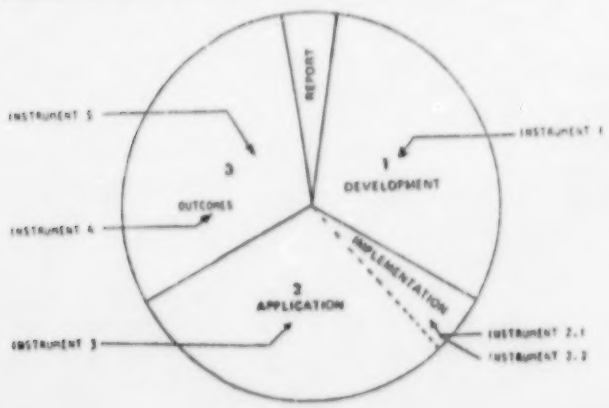
Instrument 5 - An attitudinal survey, containing a number of subsections, to be administered to various groups concerned with the program. Groups already identified may include:
- directors of instructional services
- principals
- consultants
- parents
- representatives of teachers' unions

Instruments 4 and 5 are administered on a compulsory basis after the program has been implemented officially for a minimum of two years.

The following is a visual representation of the preceding information.

Diagram I

Evaluation of Program: Instruments in the Process



1.3 Participants in the Program Evaluation

The student sample selected for this evaluation activity consisted of fifteen Secondary II English classes spread over six administrative regions. The students came from four private schools and eleven public schools. In all, 343 students took part in the evaluation.

The parents of these students were asked to respond to a questionnaire on their opinion of the English Language Arts program. One hundred and seventy-four parents participated.

The principals of schools offering the English Language Arts program were also consulted. All 58 of them answered the questionnaire.

Of the consultants and resource teachers consulted, fifteen took part in the survey, as did 111 Secondary II teachers.

2. DEVELOPMENT AND APPROVAL OF A PROGRAM OF STUDY

Unlike other chapters in this report, this chapter is based on the initial evaluation of the program as carried out in March 1981.

2.1 Criteria for Acceptance

The development phase includes an evaluation of the program's internal coherence and its degree of consistency with MEQ guidelines for program design. This evaluation, which is carried out by means of a measurement instrument (Instrument 1, Evaluation Checklist), assesses the quality of the program's rationale, the values addressed by the program, the foundation, the global objectives, the aims, general objectives, terminal objectives, intermediate objectives, related content, the evaluation of student learning, the instructional approach and the relationship with other programs.

A maximum of five points could be alloted for each of the aspects evaluated. The following scores were established, based on the number of points allotted:

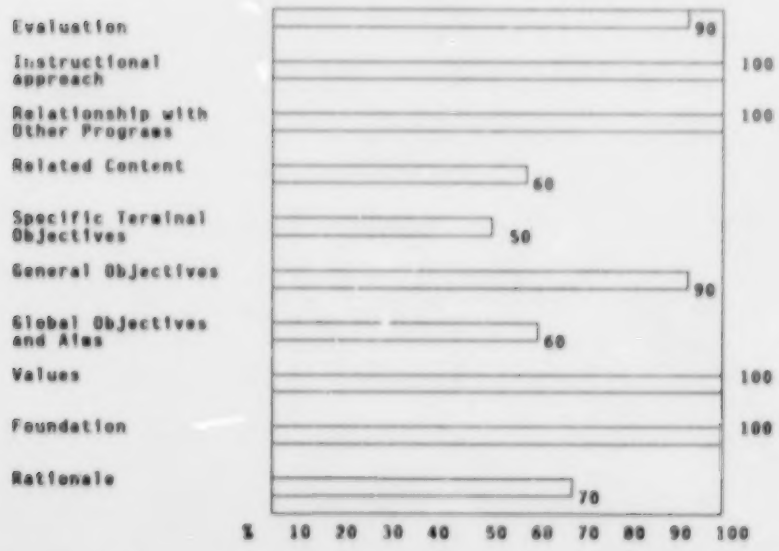
A = 5 points	C+ = 3.5 points	D = 2 points
B+ = 4.5 points	C = 3 points	E+ = 1.5 points
C = 4 points	D+ = 2.5 points	E = 1 point

The minimum standard for each of the aspects evaluated and for the program as a whole was set at C (3 points).

2.2 Results of Instrument 1

The results of the analysis of coherence carried out at the end of the development phase are presented in the following chart.

Graph 1 Results of the Development Phase of the English Language Arts Program



2.3 Conclusion

It can be concluded from the above data that the English Language Arts program meets the evaluation criteria established in 1981. The program received an overall rating of 4.1 (82%), i.e. a score of B.

The lowest scores were attributed to terminal and specific objectives aimed at students at all five secondary levels. The objectives were found to be too broad and general. To rectify the situation, it was suggested that objectives could perhaps be included to better define the limits of each cycle. A committee was thus formed in June 1981 to define end-of-cycle objectives.

As a rule, after a program has been implemented for at least two years, the MEQ consults the users of the program to obtain feedback. The following chapters contain a summary of the important points that have arisen from the evaluation of the English Language Arts program.

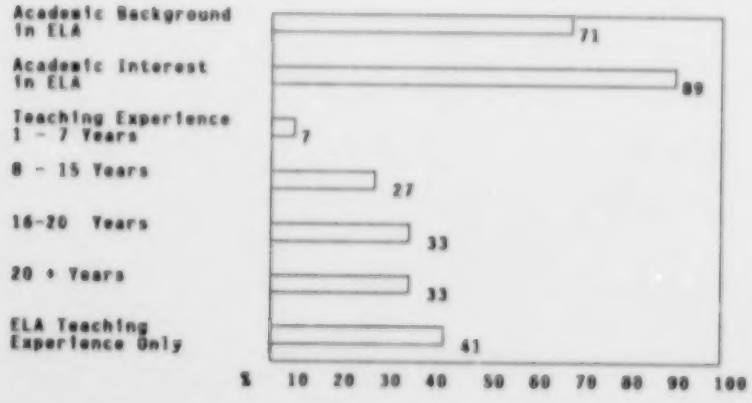
3. PREPARATION FOR PROGRAM IMPLEMENTATION

This third chapter outlines the extent to which teachers, consultants and principals were prepared for the implementation of the Secondary English Language Arts I-V Program.

3.1 Teachers' Qualifications: Education, Experience and Professional Development

The results of the survey indicate that the majority of Cycle I teachers of English Language Arts are quite qualified to teach their subject. As the following graph indicates, 71% have an academic background in English Language Arts and 89% took university-level courses in this field. Nearly all of those surveyed have been teaching for at least seven years, but only 41% have taught English Language Arts exclusively.

Graph 2 Teachers' Level of Education and Experience



As Chart I reveals, more that 50% of teachers have taken advantage of various professional development resources over the past ten years.

Chart I Professional Development Over Past Ten Years

	OFTEN	SELDOM	NEVER
. Courses on some aspect of ELA	41%	39%	20%
. Workshops	55%	42%	3%
. Meetings with other teachers to share ideas	73%	25%	2%
. Conferences or symposiums organized by professional associations	50%	41%	9%

According to the survey, some of the teachers began teaching at the elementary level; others teach more than one subject to the same group of students. Many of them, with backgrounds in history particularly, have had to diversify their teaching load in the past few years because of surplus situations. Several others, with backgrounds in moral and religious studies, physical education and guidance counselling, have agreed to teach English Language Arts to meet workload and scheduling constraints. It remains to be seen to what extent such diversity of background and experience has influenced implementation of the ELA I-V program.

3.2 Teachers' In-service Training

3.2.1 TEACHERS' TRAINING

The following diagrams show how much in-service training the teachers have received for the new program and what resources have been offered since the program was implemented.

Graph 3 Number of Days of In-service Training

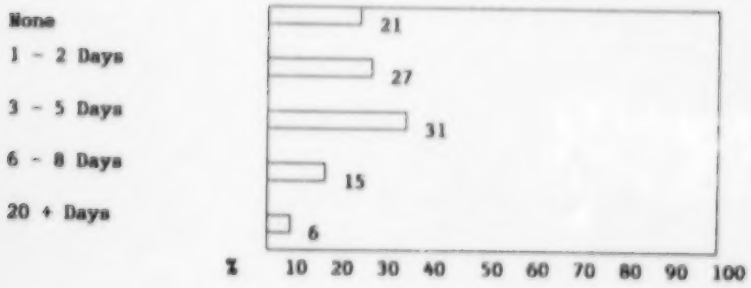


Chart 2 Resources Offered Since Beginning of Implementation

	OFTEN	SELDOM	NEVER
. Local or Regional Committee	20%	37%	43%
. Conferences	43%	43%	14%
. Workshops	44%	46%	10%
. Professional Reading	46%	43%	11%
. Cooperation Among Teachers	44%	45%	11%
. Credit Courses in ELA	12%	16%	72%
. Meeting with Professional Associations	28%	49%	23%

Chart 3 Opportunities for Sharing Ideas and Concerns

YES	NO
50%	50%

Twenty percent of teachers indicated that they received no training whatsoever to help them implement the program.

As for the degree of satisfaction with in-service training, teachers who received training said they were satisfied on the whole with the features covered, with the exception of the media. These results appear in the following.

Chart 4 Teachers' Level of Satisfaction With In-service Training

Question:	Features in Decreasing Order of Satisfaction	LEVEL % FULLY	SATISFAC-TORILY	VERY LITTLE
To what extent has the in-service training which you have received helped you to clarify your understanding of the following features of the program?	. The role of peers in confirming/reshaping the student's own expression and response	32	45	23
	. The composing process	27	50	23
	. The interrelationships among communication elements	29	47	24
	. The notion of individual viewpoint	23	49	28
	. The responding process	21	49	30
	. The different types of discourse	18	50	32
	. The importance of providing specific learning contexts	20	46	34
	. The different functions of language	15	50	35
	. The various media of discourse	13	40	47

3.3 Consultants' Rate of Participation in Implementation Workshops Concerning the New Program

Chart 5 Extent of Participation in Implementation Sessions

Question:

	YES	NO
Did you attend provincial implementation sessions?	40%	60%
Did you attend regional implementation sessions?	14%	86%

Although fifteen (15) consultants responded to the questionnaire, only eight (8) attended implementation sessions concerning the new English Language Arts program.

When asked whether these sessions provided sufficient preparation for understanding and for implementing the ELA I-V program, only seven replied, six (86%) choosing "Yes" for understanding and 3 (38%) choosing "Yes" for implementing.

Chart 6 Consultants' Evaluation of Implementation Workshops

Question:

Did the implementation sessions provide sufficient preparation for:

	YES	NO
a) Understanding the ELA program?	86%	14%
b) Implementing the ELA program?	38%	62%

These responses must be seen in the light of information to be discussed in the next chapter about the status and workload of those who are designated as "English Language Arts Consultants".

3.4 Principals' Training

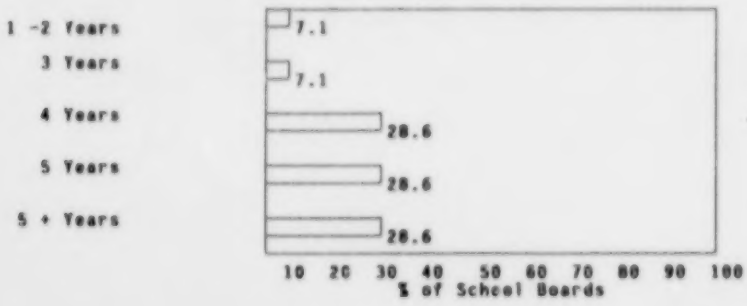
Of the 57 principals and vice-principals who answered the questionnaire, more than half said they had attended at least one workshop or conference over the last three years concerning English Language Arts. Eight (14%) said they had attended four workshops or more.

The extent of in-school administrators involvement in implementing the program will be discussed in a subsequent chapter.

4. THE PROGRAM IMPLEMENTATION

In May 1988, according to those who answered the questionnaire for consultants, twelve of the fourteen school boards represented had been implementing the program for four years or more at Cycle I.

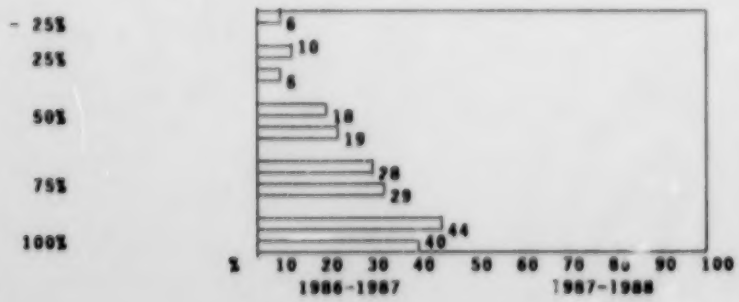
Graph 4 Number of Years of Implementation (before 1988)



4.1 The Teachers' Situation

From 1986 to 1988, the proportion of teaching time devoted to English Language Arts was less than 100% for more than half the teachers surveyed.

Graph 5 Proportion of Teaching Time Devoted to ELA (1986-1987...1987-1988)



To questions concerning the resources available to them, the teachers answered as follows:

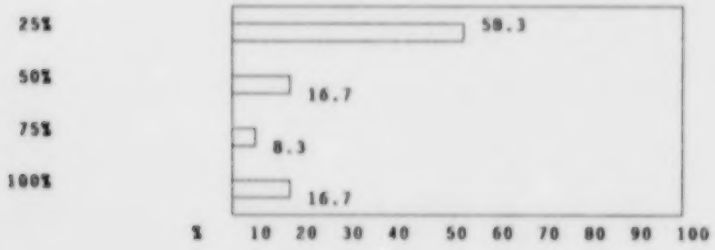
Chart 7 Resources Available to Teachers Implementing the English Language Arts Program

Questions	YES	NO
Do you have your own copy of the ELA I-V Program?	94%	6%
Have you received sufficient information about available teaching material authorized by the MEQ that can be used with the ELA I-V Program?	72%	28%
Do you have access to teaching materials to implement the ELA I-V Program?	67%	33%
Is there a Department Head of ELA in your school?	60% (part-time 7%)	33%
Does the English Department in your school provide a forum for the sharing of ideas and concerns related to implementation of the ELA I-V Program?	57%	43%
Are you able to identify specific issues and concerns with which you require additional support?	57%	43%
Does your particular school board or region have a full-time English Language Arts consultant?	38%	62%
If you answered NO to the preceding question, are there other resource persons available to assist you with implementing the ELA I-V Program?	49%	25% 26% (don't know)

4.2 The Consultants' Situation

Of the fifteen (15) individuals who answered the consultants' questionnaire, only two (2) are full-time consultants, seven (7) are part-time and four (4) are resource persons. The percentage of time they are able to devote to English Language Arts is shown in the graph below.

Graph 6 Percentage of Consultants' Time Devoted to English Language Arts



These results explain why only 50% of consultants attended English Language Arts implementation sessions.

As we can see from the following graph, most of the designated consultants and resource persons feel they have sufficient time with teachers but not enough time to prepare adequately, to carry out their other responsibilities, to pursue their own retraining and professional development or to seek materials and resources outside their own school boards.

Chart 8 Resources Available to Consultants for Implementing the ELA I-V Program

Question

Have you been given the resources to implement the ELA I-V Program, in terms of:

	TOTALLY SUFFICIENT	SUFFICIENT	INSUFFICIENT
. Support, secretarial, printing, financial?	7%	72%	21%
. Time with teachers?	---	73%	27%
. Access to materials and resources outside your school boards?	7%	40%	53%
. Your own professional development and retraining?	---	43%	57%
. Assuming your other responsibilities?	---	29%	71%
. Preparation time?	---	27%	73%

Nearly all the consultants say their services are used at least occasionally by both teachers and in-school administrators.

Chart 9 Use of Consultants' Services by Teachers and School Administrators

	EXTENSIVELY	OCCASIONALLY	NEVER
. To what extent do teachers use your services?	23%	77%	0%
. To what extent do school administrators use your services?	14%	72%	14%

These figures are very likely related to the time consultants have at their disposal to offer their services.

The majority of consultants feel they have received cooperation from the groups within their own school board during the implementation process.

Chart 10 Co-operation Consultants Have Received in the Process of Implementation

		FULLY	FREQUENTLY	RARELY
In the process of implementation, have you received cooperation from:	Individual teachers?	14%	79%	7%
	Individual department heads?	30%	40%	30%
	School board personnel?	20%	40%	40%
	School administrators?	21%	36%	43%
	MEQ personnel?	8%	42%	50%

Availability of resources and feelings of support have very likely influenced the kinds of interaction consultants have had with teachers, administrators and other consultants. The majority say they frequently send information documents to teachers, whereas less than half say they meet frequently with groups and individuals.

Chart 11 Types of Interaction Consultants Have with Teachers et al.

		FREQUENTLY	RARELY	NOT AT ALL
In implementing the program, to what extent did you use the following:	Sending documents to teachers?	80%	20%	0%
	Meetings with individual teachers?	47%	47%	6%
	Meetings with groups on professional days?	40%	47%	13%
	Working with other consultants?	13%	60%	27%
	Meetings with groups on regular teaching days?	5%	47%	47%
	Working with a teacher in a classroom?	7%	21%	72%

Only two of the consultants (14%) say there are committees in their school boards composed of teachers, administrators and consultants addressing various aspects of implementation, such as teaching strategies, record keeping, evaluation and reporting procedures.

It is interesting to examine the areas in which consultants feel that support (both for themselves and for teachers) has been sufficient or insufficient. More than 80% are "more or less satisfied" with the material resources provided for themselves, and more than 70% are quite satisfied with the corresponding resources available to teachers. Most are also satisfied with their interaction with individual teachers (79%), with groups of teachers (69%), and with the support they and the teachers are given by the school board (75% and 69% respectively).

On the other hand, more than 61% are dissatisfied with the release time and 65% with the human resources available to teachers for workshops, courses and other professional development opportunities. Moreover, 70% feel that neither they, themselves, nor the teachers have enough preparation time.

In spite of such a lack of resources, 80% of these consultants feel they have been able to motivate teachers to augment their professional development and understanding of English Language Arts.

4.3 The Administrators' Situation

Of the 56 principals or vice-principals who answered the question concerning their involvement in implementation of the ELA I-V program, 23% claimed they were involved "to a great extent", 61% "somewhat" and 16% "very little". The nature of their involvement is shown in the chart below.

Chart 12 Administrators' Involvement With Implementation of the Program

	OFTEN	SELDOM	NEVER
. Encouraging teachers to attend conferences, workshops on aspects of teaching ELA	91%	9%	0%
. Creating a supportive atmosphere in the community (teachers, parents, students)	81%	14%	5%
. Maintaining contact with the English Language Arts Department Head	81%	13%	6%
. Supporting English teachers' efforts to develop appropriate evaluation and reporting procedures	79%	19%	2%
. Maintaining contact with the various members of the English Department	75%	21%	4%
. Taking the opportunity to discuss with teachers the content of workshops, sessions, conferences related to ELA	73%	27%	0%
. Approving and purchasing professional ELA materials (books, periodicals, journals)	73%	23%	4%
. Arranging or supporting workshops for English teachers on professional days	64%	31%	5%
. Encouraging visits of the school board's ELA consultant or resource person	50%	30%	20%
. Visiting ELA classrooms to support teachers' efforts	47%	46%	7%
. Arranging for guest speakers to talk to ELA teachers on topics of interest to them	16%	60%	24%

Consultants, on the whole, are reasonably satisfied with the support that in-school administrators have given not only to them but also to teachers. As for teachers' opinions, when the latter were asked to what extent in-school administrators supported them in making adaptations to their teaching methods, 24% replied "greatly" and 37% "moderately".

4.4 The Parents' Situation

When asked whether they were aware of a new program for the teaching of ELA in high schools, most parents said they were not.

Question:

Are you aware that there is a new program for teaching of English Language Arts in high school?

YES	NO
27%	73%

The following chart clearly illustrates the degree of parental involvement in the teaching of various aspects of language.

Chart 13 Parents' Involvement in Their Children's Learning

		FREQUENTLY	RARELY	NOT AT ALL
How involved are you with your child in the home in each of the following areas:	1) Encouraging reading by providing reading materials in the home?	84%	13%	3%
	2) Encouraging the use of the school and/or community library?	61%	34%	5%
	3) [illegible]	62%	27%	11%
	4) Monitoring and helping with homework, as needed?	50%	36%	14%
	5) Restricting television time?	42%	40%	18%
	6) Discussing television programs with your child?	41%	39%	20%

Fifty-six (56) percent of parents who responded to the survey felt that their child's ELA teacher considered them to be partners in their child's education.

When asked if they would like more information meetings on the ELA program, 68% of parents said they would. However, only 2% of teachers felt that parents supported them "greatly" in making adaptations to their teaching methods, 16% "moderately" and 72% "not at all".

Of the 27% of parents who claimed to be aware of the new ELA program, slightly more than half (56%) said they had been informed by their child's school.

It would appear that the program has been implemented under conditions deemed "favourable" by administrators, but "less favourable" by consultants and teachers who feel they need more time and opportunity to discuss and share ideas and concerns. This need has yet to be satisfied.

5. ELEMENTS OF THE PROGRAM

5.1 Program Orientation

On average, eight out of ten teachers rated their understanding of the ELA I-V Program, its orientation and objectives as "good."

Chart 14 Teachers' Level of Understanding of the Program's Orientation

	LEVEL		
	SATISFACTORY	FAIR	POOR
Question:			
The rationale of the ELA I-V Program rests on a foundation provided by two conceptions of the uses to which language is put: as a means of coming to terms with ideas and experiences and as a medium for communicating with others. How do you evaluate your understanding of these two principles?	81%	17%	2%

5.2 Objectives

Nine administrators out of ten said they had a "good" understanding of the program's objectives, as did the teachers. However, only 79% of consultants felt that teachers had a "good" understanding of the objectives.

5.3 Teaching Guides

Of the fifteen cycle I teaching guides, ten were considered extremely or occasionally useful by 50% or more of the teachers and consultants. 50% of the administrators were familiar with only 4 of these ten guides.

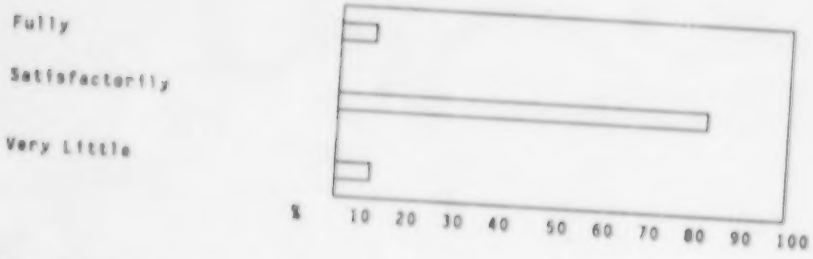
Chart 15 Teachers' and Consultants' Perceptions of Teaching Guides

Teaching Guides	SEEN				NEVER SEEN	
	USEFUL		NOT USEFUL			
	% T	% C	% T	% C	% T	% C
1. Communication Arts: Print (16-3206-01A)	50	62	27	31	23	7
2. Talking Means (16-3201A)	54	77	11	8	35	15
3. Language (16-3238A)	55	54	7	31	38	15
4. World I (16-3237-01A)	64	54	9	39	27	7
5. World II (16-3237-02A)	65	54	10	39	25	7
6. A Selected Bibliography (16-3257A)	65	72	7	23	28	15
7. T.I.P.S. (16-32 7A)	73	70	6	15	21	15
8. Responding to Literature (16-3256A)	81	75	3	8	16	17
9. Writing I (16-3204-01A)	90	85	3	8	7	7
10. Writing II (16-3204-02A)	91	85	1	8	8	7
11. Modifications, Adaptations, Variations (16-3242A)	38	46	13	31	49	23
12. Evaluation in the Classroom (16-7221-01A)	49	70	15	15	36	15
13. Communication Arts: Television (16-3016-04A)	40	58	29	25	31	17
14. Communication Arts: Films (16-3026-03A)	37	50	31	33	32	17
15. Communication Arts: Radio (16-3226-02A)	35	58	36	25	29	17

Both teachers and consultants were unanimous in their selection of the most useful teaching guides. However, they did not always agree in their rating of the least useful guides.

As far as support for the program is concerned, 90% of consultants said the guides support the ELA Program.

Graph 7 Consultants' Perceptions of the Relevance of Teaching Guides



5.4 Teaching Materials

5.4.1 NEEDS

Consultants expressed a need for teaching materials in specific areas.

Chart 16 Consultants' Perception of the Need for Guides in Certain Areas

	AREAS	YES %	NO %	UNCERTAIN %
Is there a need for the development of guides in the following areas:	The responding process?	55	27	18
	Evaluation of program objectives?	85	15	---
	Strategies and approaches to media in the classroom?	67	8	25
	Other?	33	17	50

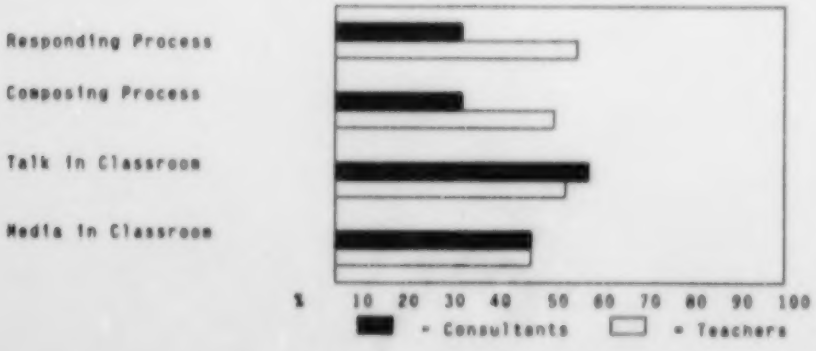
The most urgent need is for materials on the evaluation of program objectives.

Consultants and teachers were also asked about the need for additional teaching materials in certain areas of the program.

Graph 8 Teachers' and Consultants' Needs for Additional Teaching Materials

Question:

Do you require additional authorized teaching materials for ELA in the areas of:



5.4.2 Information

Seven out of ten teachers said they had sufficient information about available teaching materials authorized by the Ministry of Education.

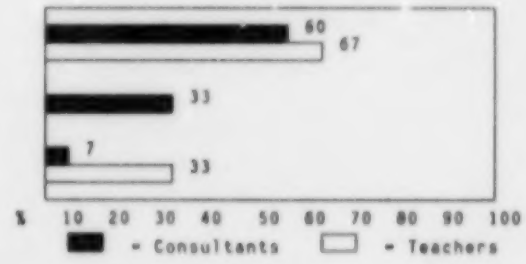
5.4.3 Availability

On average, 63% of those who responded to the survey said they have reasonable access to teaching materials.

Graph 9 Access to Teaching Materials

Question:

Do you have access to sufficient teaching materials?



5.4.4 Usefulness

Surprisingly enough, half of the consultants found the MEQ list of Authorized Basic Materials useful.

Teachers were also asked to comment on the usefulness of basic texts.

The following chart shows the level of usefulness of basic texts as expressed by teachers.

Chart 17 Teachers' Perception of Authorized Basic Texts

Question:	LIST OF BASIC TEXTS	EXTREMELY USEFUL	OCCASIONALLY USEFUL	NOT USEFUL
Of the following basic texts authorized by the MEQ, which do you find useful?	Bridges	42%	45%	13%
	In Your Own Words	38%	49%	13%
	Inquiry into Literature	33%	57%	10%
	Scholastic Composition	33%	50%	17%
	Telling the World	15%	50%	35%
	Your Voice and Mine	15%	37%	48%
	Learning Language	8%	40%	52%
	Learning on Laser	4%	39%	57%
	Remove the Blindfold	---	33%	67%

5.5 Planning

Teachers were asked three questions concerning the amount of time they have to plan and prepare for teaching.

Chart 18 Teachers' Time to Prepare and Plan

Questions:	YES	NO
. Do you have sufficient time to plan for teaching within your current timetable?	42%	58%
. Do you feel that you are able to plan appropriate activities in order to respond to gifted students?	46%	54%
. ...to students with learning difficulties?	39%	61%
. Are you asked to present your term/yearly planning to your in-school administrator?	36%	64%

Nine out of ten teachers stated that more time is needed to plan for teaching and that appropriate learning activities are difficult to plan for students with learning difficulties. These figures also reveal that most teachers are not required to present their planning to in-school administrators.

5.6 Teaching Methods and Support

Teachers were asked to indicate the extent to which they incorporate twelve particular strategies and approaches in their classrooms.

Chart 19 Teachers' Incorporation of Teaching Strategies and Approaches (Decreasing Order)

	OFTEN	SELDOM	NEVER
. Opportunities for students to ask questions and explore answers to these questions	91%	8%	1%
. Encouraging students to follow a process when responding and composing	90%	9%	1%
. Providing an environment and opportunities for students to develop individual viewpoints	88%	10%	2%
. Open-ended questions which encourage individual responses	86%	12%	2%
. Time for students to work in pairs or groups for a variety of purposes	78%	21%	1%
. Developing varied and purposeful communication contexts	74%	24%	2%
. Time for students to employ rehearsal strategies (when talking, writing, viewing)	68%	27%	5%
. Opportunities for peer evaluation	62%	35%	3%
. Presenting integrated language arts activities	61%	35%	4%
. Incorporating media (videotape, audiotape, radio, advertising) into various classroom activities	48%	46%	6%
. Opportunities for student self-evaluation	44%	47%	9%
. Establishing evaluation criteria in collaboration with students	26%	54%	20%

The following chart shows that teachers find the greatest source of support in their fellow teachers.

Chart 20 Sources of Support to Teachers in Adapting Teaching Methods

Question:

		GREATLY	MODERATELY	NOT AT ALL
To what extent did each of the following support you in making adaptations to your teaching methods?	Other Teachers	51%	35%	14%
	The Language Arts Consultant	25%	29%	46%
	In-school Administrators	24%	37%	39%
	Professional Associations	15%	44%	41%
	Local University Faculty of Education	14%	20%	66%
	School Board Administrators	8%	26%	66%
	The Teachers' Union	3%	18%	79%
	Parents in the Community	2%	26%	72%

5.7 Evaluation Methods and Approaches

Various evaluation methods are used by teachers and suggested by consultants.

Chart 21 Evaluation Methods and Approaches

Extent of Use by Teachers and Involvement by Consultants

	TEACHERS' REGULAR USE			CONSULTANTS' WORK WITH TEACHERS		
	OFTEN	SELDOM	NEVER	OFTEN	SELDOM	NEVER
. Criterion-referenced tasks or activities	72%	20%	8%	36%	50%	14%
. Cumulative records of students' work	72%	25%	37%	31%	46%	23%
. Peer evaluation	55%	39%	6%	31%	54%	15%
. Analysis of group processes	37%	50%	13%	31%	46%	23%
. Student self-evaluation	30%	57%	13%	23%	54%	23%
. Anecdotal records/ Teacher's log	37%	44%	19%	23%	39%	38%
. Conferences/ Interviews	25%	51%	24%	23%	54%	23%
. Attitudinal Surveys	21%	42%	37%	15%	39%	46%
. Other	19%	27%	54%	40%	40%	20%

Criterion-referenced tasks or activities seem to be favoured by teachers, although less so by consultants. The figures also reveal that the consultants' opinion of the methods listed is rather negative.

Teachers' comments indicated that they were confident about evaluating formatively their students' growth in particular language arts areas.

Chart 22 Teachers' Confidence in Their Ability to Use Formative Evaluation

Question:		CONFIDENT	UNCERTAIN	NOT AT ALL
How confident are you about your ability to evaluate formatively your students' growth and development in each of the following areas of the language arts:	Composing written discourse?	92%	8%	---
	Ability to express an individual viewpoint?	92%	6%	2%
	Responding to written discourse?	90%	10%	---
	Ability to accommodate others' responses?	85%	15%	---
	Composing oral discourse	84%	16%	---
	Responding to oral discourse?	77%	23%	---
	Understanding of nature and function of language?	71%	26%	3%
	Responding to visual discourse?	63%	32%	5%

More than half the teachers (56%) felt they had received enough information about possible formative evaluation methods.

Consultants were asked to identify the teachers' specific needs for more information on evaluation.

Chart 23 Consultants' Perception of Teachers' Needs Regarding Evaluation Methods and Approaches

Questions:		YES	NO
Which of the following needs have teachers identified to you:	Desire to pool and share strategies and resources with others?	92%	8%
	Methods of developing summative evaluation criteria compatible with program objectives?	86%	14%
	Ways of organizing evaluation data?	79%	21%
	Information/background workshops and/or sessions?	75%	25%
	Need to adapt existing reporting procedures?	54%	46%
	Methods for incorporating peer and self-evaluation into evaluation strategies?	50%	50%

Chart 24 Consultants' Ability to Respond to Teachers' Needs Regarding Evaluation Methods and Approaches

Question	FULLY	SATISFACTORILY	VERY LITTLE
To what extent have you been able to respond to these identified needs?	---	31%	69%

These figures confirm the extent to which consultants feel able to meet the needs of teachers, as well as the extent of their involvement in developing evaluation methods.

Parents were also asked two questions about evaluation.

Chart 25 Parents' Perceptions Regarding Evaluation and Reporting in ELA

Question	FULLY	PARTIALLY	NOT AT ALL
Do you understand the standards being used to evaluate your child in English Language Arts?	19%	58%	23%
Does the format for reporting clearly communicate your child's progress in English Language Arts?	34%	52%	14%

Comments from all three groups - teachers, consultants and parents - suggest that, although much work has already been done, it will be necessary to devote still more time and provide more opportunities for teachers to share ideas and experiences with their peers and with various members of the community in order to develop evaluation methods and reporting procedures that are congruent with ELA Program.

6. GENERAL APPRECIATION OF THE ELA I-V PROGRAM

6.1 Parents' Appreciation

The parents were presented with eight statements, all of which reflect some of the aims and principles of the ELA I-V program, and asked to show the extent of their agreement with each. Chart 26 shows that 90% or more agreed with six of the statements and 80% with the remaining two.

Chart 26 Parents' Agreement with the Aims and Principles of the ELA I-V Program

Statements Reflecting Aims and Principles	AGREE	DISAGREE	UNCERTAIN
It is important that students:			
. learn to communicate effectively by participating in real and meaningful activities	99%	---	1%
. be given opportunities and time to extend and develop language abilities	98%	1%	1%
. develop effective oral language skills	98%	1%	1%
. extend their learning about language by reading, writing, talking and listening - by doing - rather than by standing back and being taught about language	93%	1%	6%
. be given the opportunity to learn from their classmates and to work cooperatively with their classmates	90%	2%	8%
. be encouraged to value their own ideas and feelings about the various kinds of materials they need	90%	3%	7%
. be evaluated in terms of individual progress and not by means of comparisons with other students' achievements	80%	1%	9%

It would seem reasonable to conclude from this chart that parents are very much in agreement with the aims and principles of the program.

6.2 Principals' Appreciation

The question asked of principals was essentially the same as that asked of parents: "Based on your understanding of the ELA I-V Program, how important is each of the following aspects?"

Chart 27 Principals' Rating of Nine Aspects of ELA I-V Program

Aspects of the Program	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
. Variety of teaching methods	80%	20%	---
. Evaluation procedures which reflect the program objectives	75%	25%	---
. The composing process	70%	30%	---
. A flexible classroom environment	69%	29%	2%
. Variety of teaching material (print, media, etc.)	65%	35%	---
. The responding process	63%	37%	---
. Students working with their peers	60%	33%	7%
. Talk as a way of learning	49%	51%	---
. The media (radio, television, etc.)	15%	72%	13%

It would seem from the chart above that principals do not consider "media" as important as other aspects of the program.

7. IMPACT OF THE ENGLISH LANGUAGE ARTS PROGRAM

Teachers were asked the following questions:
"What effect has the program had on the role and function of teachers and consultants? Do the students now have a more positive attitude toward English Language Arts?"

7.1 Impact on Teachers' Role and Function

Teachers were asked to what extent the various approaches to their teaching of the language arts, as recommended in the objectives of the program, had had a positive effect on certain aspects of their professional relationships.

Chart 28 Positive Influence of ELA I-V Program on Teachers' Professional Relationships

Relationships	GREATLY	MODERATELY	NOT AT ALL
. Professional relationships with students in the classroom	32%	56%	12%
. Collaboration with other English teachers in the school or school board	20%	58%	22%
. Professional relationship with the consultant - resource person in the school board	17%	36%	47%
. Professional relationship with the in-school administrator	15%	41%	44%

Some comments related to this question state that the students seem to enjoy the program. Others, to explain their dissatisfaction, indicate that collaboration among English teachers was more positive before the new program existed and that even though in-school administrators have been very supportive, this program has not affected the relationship between teachers and administrators.

In general, it would seem from these figures that the program has had at least a moderately positive influence on professional relationships for the majority of teachers.

7.2 Impact on Consultants' Role and Function

The question asked of consultants was "To what extent has the process of implementing the ELA I-V program (at the Cycle I level) affected your role/function in each of the following areas?"

Chart 29 Effects of Implementing the ELA I-V Program on Consultants' Role and Function

Areas of Role and Function	GREATLY	MODERATELY	NOT AT ALL
. Personal professional growth and development	64%	22%	14%
. Focus for teacher/school visits	36%	28%	36%
. Interpersonal relations (teachers, administrators, etc.)	21%	43%	36%
. Professional relationships with other consultants	21%	36%	43%
. Professional relationships with parents	---	43%	57%

There were no comments offered to shed light on these answers, but the figures themselves suggest that the program has certainly had an impact on the professional growth of consultants. It has also had some effect on the professional relationships consultants have with their fellow educators.

7.3 Impact on Students' Attitudes

According to the following chart, most of the parents feel that their child's attitude toward English Language Arts is positive.

Chart 30 Parents' Impressions of Students' Attitudes Toward English Language Arts

Question	YES	NO	SOMEWHAT
Would you say that your child has a positive attitude about English Language Arts?	66%	5%	29%

About 30% of the parents chose to comment on their answer to this question, most of them making unreservedly positive comments in praise of the program.

8. EXAMINATION RESULTS

A comprehensive examination in English Language Arts was given to a representative sample of Secondary II students in May 1988. The results of this examination were analysed to determine the extent to which the students were progressing towards the program objectives.

8.1 The Examination

The examination was set by a team of teachers and consultants, using the program objectives and the parameters for summative evaluation recently ennunciated in the Definition of Domain. An orientation committee had recommended previously that oral and visual discourse be incorporated into the examination activities. The students were asked to complete a narrative writing task over three days assuming class periods of fifty minutes a day. Eight activities made up the task:

Activity #1
Listening to an introduction and viewing illustrations from the book, The Mystery of Harris Burdick, by Chris Van Allsburg.

Activity #2
Selecting one of three illustrations from this book as the basis for a possible story, and writing down as many questions as the picture suggests.

Activity #3
Sharing questions with a partner, suggesting possible answers, and adding new questions and answers.

Activity #4
Writing a first draft for a story to accompany the illustration.

Activity #5
Sharing the first-draft version of a story with a partner; offering and receiving feedback.

Activity #6
Revising the story for ideas, order and phrases, where appropriate.

Activity #7
Proofreading the story as required and producing a final version.

Activity #8
Sharing the story with a new partner and recording personal reactions to the new partner's story.

The examination was seen as an opportunity to initiate one aspect of oral evaluation: how talk is used as a means of generating and developing initial ideas and understanding. Teachers and consultants volunteered their time in order to observe group talk, complete a checklist assessment for each student in the group being observed, and record anecdotal comments pertaining to these observations. Each student was observed for the following:

Activity #9
. degree to which the occurrence of talk enriched their thinking, i.e., generated, expanded, and clarified ideas,

Activity #10
. oral participation in the communication process (speaking and/or listening),

Activity #11
. degree of engagement in the talk as indicated by verbal and non-verbal cues.

Appendix A offers a graphic overview of each activity, the criteria and indicators of achievement used in scoring, and the mark distribution of each activity. Sixty percent represented a pass.

8.2 The Student Sample

The student sample, chosen at random within certain guidelines to ensure a realistic representation from the Anglophone population, consisted of 343 students in 15 Secondary II classes throughout the province: Montreal 58.4%, Montérégie 15.9%, Western Quebec 9.8%, Quebec 7.4%, North Shore (Sept Iles) 4.4%, Eastern Townships 4.1%.[1] Approximately 77% were students from public schools and 23% were from private schools.

The 343 student papers were analyzed as a single group. The purpose of program evaluation precludes any attempt to measure an individual's performance, or for that matter the academic performance of any particular group within the sample. Furthermore, the sample was too small to produce results by region.

[1] Guidelines are designed to recognize three major variables: the public and private sectors, Catholic and Protestant school affiliations, small and large density of population.

The sampling procedures assumed that by May 1988 all first cycle English Language Arts classes were on the program. Although the Secondary Language Arts Program has been available to schools since 1983, the calendar for official implementation of the program at the Cycle I level was 1985. Subsequently a one year derogation was granted. A program evaluation occurs after a program has been in place for two years.

An information and rehearsal workshop was held in Montreal for the 15 participating teachers and the 29 volunteer observers.

Immediately after the examination, all students were asked to complete a questionnaire which posed five attitudinal questions pertinent to the examination activities.

8.3 Predicting the Results

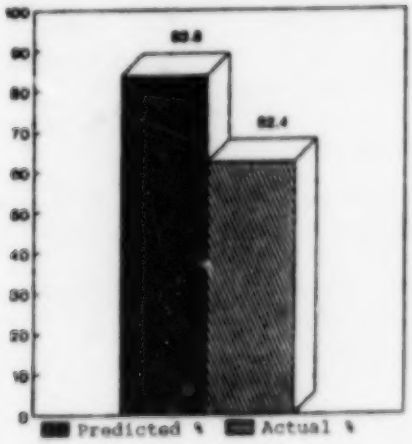
Program evaluation procedures require an independent assessment of an examination's difficulty. The Angoff method of prediction assumes that the teachers most familiar with this grade level and the program are best able to forecast results. To this end, a group of five independent teachers was asked to examine each activity carefully, to rely on its personal knowledge of how students at this age and grade should fare, and to assume that both teachers and students in the sample were familiar with the program. This resulted in an estimated success rate for each activity from each judge. These, in turn, were combined to determine requirements for each activity and for the exam as a whole.

8.4 The Results

8.4.1 THE EXAMINATION AS A WHOLE

Of the 343 students who wrote the examination, 214 received a passing score (60%). Thus, the actual passing rate was 62.4%. The predicted passing rate was 83.8%.

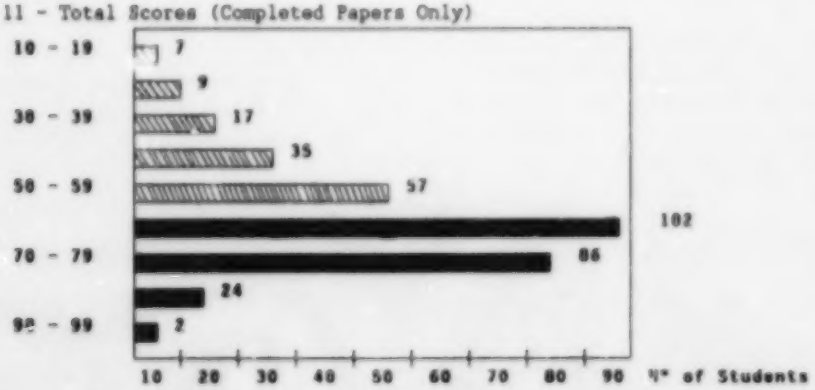
Graph 10 Comparison of Predicted and Actual Results



8.4.2 DISTRIBUTION OF SCORES

Graph 11 shows distribution of total scores, and Chart 31 converts the numbers to percentages.

Graph 11 - Total Scores (Completed Papers Only)



These numbers can be translated into percentages as follows:

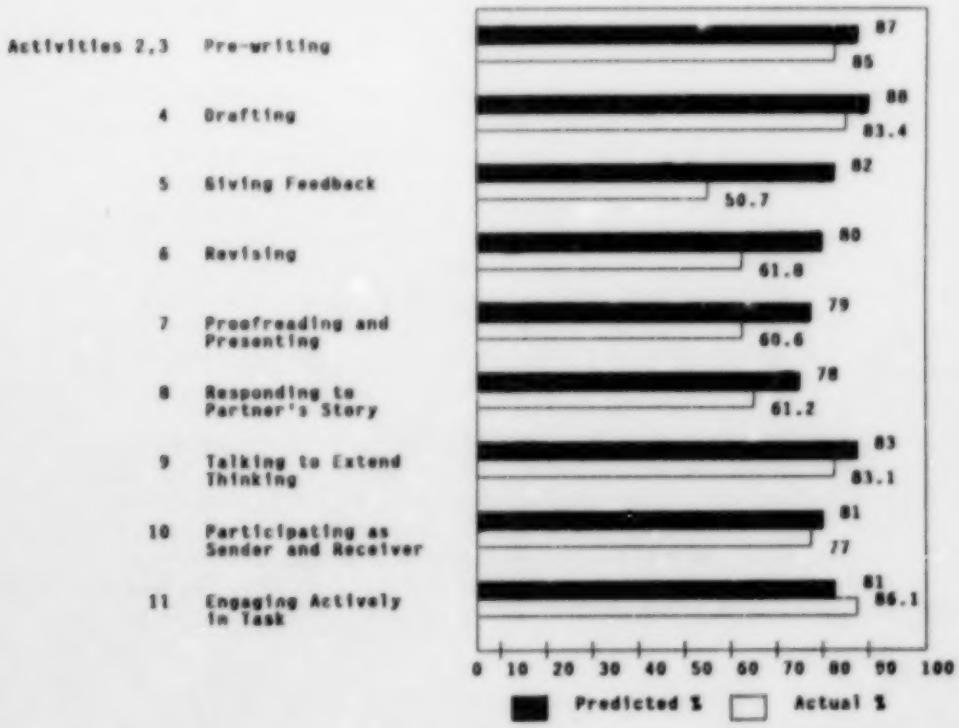
Chart 31

19 %	of the students obtained less than 50 %
38 %	of the students obtained less than 60 %
62 %	of the students obtained 60% or more
30 %	of the students obtained more than 70%
8 %	of the students obtained more than 80 %

8.4.3 STUDENTS' RESULTS ON EACH ACTIVITY

Graph 12 compares the percentage of the students in the sample passing each activity on the examination. This is compared to the predicted percentage.

Graph 12 A Comparison of the Actual Percentage Results for Each Activity with the Predicted Percentage Results



Activity 1 was not scored because it was viewed by the examination committee as helping to establish a purpose and context for the activities to come. Activities 2 and 3 are combined in the above graph as both comprise the pre-writing stage.

The students scored well in the pre-writing and drafting activities. The criteria for a pass in pre-writing required evidence of questions that were at the very least connected somewhat to the picture, even if they were superficial. Clearly, an actual passing rate of 85% indicates that the students did well in the pre-writing and idea-generation stages. The prediction of an 87% passing rate also indicates that teachers feel students handle this well.

Difficulties arose in the feedback, revising, and proofreading necessary to produce a final narrative. Whereas 83.4% of the students were able to produce a first draft of a story only 50.7% showed evidence of an understanding of the function of feedback. In order to pass this activity, general feedback at least had to be given even if no specific suggestions were made. The examiners quickly became aware that students were not comfortable with these activities. The examination instructions themselves created some confusion about which student should keep the feedback sheet. Most of them were returned not completed. The lack of revision in subsequent activities indicated that feedback, even if given, was not used.

Revision for the purposes of re-ordering and re-phrasing appears to have posed problems for many students. The results show 61.8% of the students passed this activity compared to a predicted percentage of 80%. The examiners felt that many students used this activity for recopying purposes only. There is a marked discrepancy between predicted and actual results for the activities that require students to restructure and reorganize both their ideas and language when it is appropriate to do so.

Activity 7 involved two significant operations. Proofreading for grammar, punctuation, and spelling accounted for 15 of the 25 marks. Ten marks were allotted for pulling all the other revision factors and story elements into a coherent whole. The prediction given for this activity was 79% compared to an actual success rate of 60.6%. The criteria for this activity stipulated that in order to get a bare pass there must be some evidence that editing was attempted where it was appropriate. Too often, the students submitted yet another copy of the first draft. This pattern of recopying was consistently maintained.

8.4.4 A COMPARISON OF MEAN SCORES BY SEX

Chart 32 shows that the mean scores were higher for girls than for boys on each of the activities. Bearing in mind that the mean score represents the average of all the marks by sex for each activity, some of the differences are striking. For example, in Activity 5 (seeking feedback collaboratively) and Activity 6 (revising) the difference is a significant 10% or higher for each. Similarly, in Activity 10 (the extent of participation in an oral exchange) and Activity 11 (the degree of engagement in the talk as indicated by verbal and non-verbal cues) the difference in mean scores is noteworthy.

Chart 32 A Comparison of Mean Scores by Sex

	Activity	Mean Scores in %		
		Girls	Boys	Difference
Generating Ideas	2	78.8	74.1	4.7
Extending Ideas	3	70.3	63.4	6.9
Drafting	4	66.2	64.3	1.9
Collaborating	5	55.0	44.0	11.0
Revising	6	63.9	53.6	10.3
Proofreading	7	65.4	60.6	4.8
Responding	8	63.5	57.2	6.3
Extending Ideas	9	91.4	87.0	4.4
Oral Participation	10	92.7	83.5	9.2
Extent of Oral Engagement	11	78.6	70.3	8.3

8.4.5 STUDENTS' RESPONSES TO THE EXAMINATION

Language learning is linked integrally with attitude, commitment and motivation. The responses the students gave on the questionnaire they were asked to complete at the conclusion of the examination were encouraging. Question 1 asked the students to indicate the activity they most enjoyed. By far the greatest percentage (43%) picked the drafting activity. This aligns nicely with an 83.4% passing rate. Clearly it can be generalized that the majority of students in Secondary II have a knowledge of narrative story attributes and are interested in this form of expression. Question 2 asked the students what activity they felt they had completed most successfully. A significant 40% once again showed the drafting activity. It appears that the students themselves know their own capabilities. Only three percent of the students enjoyed the revision activity and only four percent, or 13 out of 343, went so far as to say that they had done it most successfully.

Chart 33

STUDENT QUESTIONNAIRE

QUESTIONS	ACTIVITIES/RESPONSES							
	2	3	4	5	6	7	8	TOTAL
1. Activity most enjoyed?	67	24	149	58	11	19	20	348
	19%	7%	43%	17%	3%	5%	6%	100%
2. Activity done most successfully?	69	28	122	25	13	26	25	308
	22%	9%	40%	8%	4%	8%	8%	99%

3. Work best: with partners?	203		64%
alone?	112		36%
	315		
4. Work with partner helpful?	220	YES	74%
	79	NO	26%
	299		
5. Would like to work with partner/group:	224	MORE OFTEN?	80%
	55	LESS OFTEN?	20%
	279		

Some of the repetitive words and phrases the students used to describe their experience with this type of examination are shown below. Eighty seven percent of a total of 941 comments were positive; 10% or 90 out of 941 comments were negative. Twenty seven students chose to make no comment.

	COMMENTS	KEY WORDS
+	815 (87%)	expression, sharing, combining ideas; exploring, using imagination; fun, enjoyment, excitement; helpfulness.
-	99 (10%)	boring, not enough time, waste of time, distracting with partner, other.
NONE	27 (3%)	
	941	

8.5 Discussion of the Results

Any discussion of the results must take into consideration the influence of any of the following factors: administrative errors, the complexity of the examination tasks, and current misunderstandings regarding the principles and objectives of the Secondary Language Arts I-V Program. A host of other factors - absenteeism, questions of what language constitutes the actual mother tongue of some of the students in the survey, familiarity with examination procedures - will affect the results as well.

Certainly the last became a factor. Although feedback and responding sheets were provided in the examination package, the correctors sensed there was a real confusion about how to use them and in some cases even about which one of the partners should keep them. Students were directed to use both pen and pencil to highlight the revision and proofreading changes. Many students did not do this. As a result, the examination markers were forced to rely on a comparison of all drafts with the final product. The markers made every effort not to penalize the students. In some instances, for example Activity 7, the criteria were adjusted in the light of these problems.

A repeated pattern of not changing a story from the draft version through to its final presentation suggests that many students were not familiar with revising and proofreading strategies. These results give credence to the current concerns of many researchers and educators that revising and proofreading represent language operations of a demanding nature.[1] They require complex restructuring strategies and the question arises about when they are internalized by students and how to go about helping students do this. It also raises the question of how familiar the students are with these procedures.

The students' responses to the examination confirm a recognition that they do not enjoy revising activities nor do they feel they do them well. Only three percent said they most enjoyed this part of the examination while only four percent thought they had done it the best of all.

The variation between the predicted percentage given for each activity and the actual success rate is not as extreme as it might appear at first glance. In fact, with the exception of the feedback, revision, and proofreading activities, the predicted scores and actual scores match well. Even in the above-mentioned activities, it is noted that lower predictions were made, no doubt reflecting the judges' awareness of and familiarity with the difficulties inherent in these operations.

The assessment of "talk" represents a first attempt to measure the role of talk in learning. What is of interest is the extent to which it can enrich thinking, the extent to which it signals a purposeful engagement in a task, and the extent to which a student uses it to convey ideas and feelings. The examination committee felt that an exercise in program evaluation offered an ideal, non-punitive opportunity to look closely at how talk affects writing. As well, including talk in the examination instrument responded to the recommendations of the Orientation Committee. All observations focussed on how the students made use of the opportunity to "talk about" their tentative responses and ideas for writing a narrative. The predicted and actual results as well as the student responses confirmed its usefulness.

[1] See:

a) Newkirk, Thomas, "Barriers to Revision", Basic Writing, Fall/Winter, 1981, vol. 3 #3, p. 50.
b) Perl, Sondra, "Composing Processes of Unskilled College Writers", Research in the Teaching of English, vol. 13 #1, Feb. 1979, p. 317.
c) Sommers, Nancy, "Revision Strategies of Student Writers and Experienced Adult Writers", College Composition and Communication, #31, 1980, p. 378.

9. CONCLUSIONS DRAWN FROM THE PROGRAM EVALUATION

9.1 Introduction

Any conclusions from [illegible] attempt to evaluate the effectiveness of the [illegible] Language Arts I-V Program must be drawn in the light of the particular context existing in the spring of 1988. These results in this sense are somewhat static: they address a situation at one moment in time.

The results assess the language abilities of students in Secondary II. These students are part way through a five year curriculum. The examination results must be interpreted in the light of this fact.

9.2 Responses to the Questionnaires

In general, the program evaluation has shown some positive results. Teachers believe they have grown in their own professional and personal development. They feel more confident and focussed in their classroom activities. Students feel they benefit from collaborative [illegible] with peers. The oral evaluation results confirm [illegible] between talking as a means of understanding and [illegible] and subsequent performance. Consultants [illegible] recognize the need for time to plan in an informed [illegible] The questionnaire responses convey a heightened awareness of the complexity teaching and learning entail. Finally, teachers and consultants appear to have a very clear-cut idea of what their needs are and how best to accommodate them.

School principals, although somewhat constrained by other considerations, appear to have a realistic understanding of the program's requirements. Principals are aware of the need to provide their staff with professional improvement opportunities.

Parents endorse the language principles of the program. They have made it clear that they are part of the school community. Sixty-six percent feel their child has a positive attitude toward English Language Arts.

However, certain aspects of the program call for further development and funding. Media communication is not yet understood or easily adapted to routine classroom use. Teachers feel it should be and until now has been ignored. The role of oral communication needs further development. Oral learning activities are required as well as oral evaluation models. Five teaching guides have been largely ignored. Their usefulness and importance should be reviewed. While teachers feel they are comfortable with formative evaluation, many complain about lack of time. Ways should be found to observe, record, and report that are more efficient. There is a need to look more closely at adapting and modifying teaching methods to meet the needs of all students. Too often comments suggested that both the stronger and the weaker students were being ignored. Finally, the role of summative evaluation continues to be misunderstood. Many respondants stated their inexperience with summative evaluation and criterion-referenced interpretation.

Charts 34 and 35 present a summary overview of the positive and negative questionnaire responses.

CHART 34 - OVERVIEW OF POSITIVE QUESTIONNAIRE RESPONSES

TEACHERS:	
. their qualifications	English Language Arts teachers in Cycle I feel they are qualified to teach the subject even though their academic background may not necessarily be in the subject.
. understanding of program	Almost 90% of teachers feel they have a good, if not excellent, understanding of the program.
. helpfulness of teaching guides	Ten of the fifteen guides are useful.
. teaching materials and methods	There is adequate access to materials; new methods are being adopted.
. support of teaching colleagues	Exchanges with fellow teachers are viewed as the best means of conducting professional improvement.
. evaluation	Teachers are comfortable with formative evaluation techniques.

CONSULTANTS:

. meetings with teachers and administrators	Consultants who are in a position to arrange meetings feel they are helpful. Only 50%, however, can do this. Consultants feel both teachers and administrators make use of their services.

ADMINISTRATORS:

. support given to English teachers	Administrators are aware of the demands of the program and support its implementation as much as possible.

PARENTS:

. endorsement of program	Parents support wholeheartedly the language-learning principles of the program.

STUDENTS:

. the examination experience	Students indicated clearly that the procedures and activities were enjoyed.
. collaborative learning	Students find working with others helpful.
. writing narratives	Students are aware of this writing form and do it well.

CHART 35 - OVERVIEW OF NEGATIVE QUESTIONNAIRE RESPONSES

TEACHERS:	
. regional and provincial implementation sessions	Teachers feel more help could have been given.
. opportunities to study and adjust to program	20% were given no help for reasons of reassignment or teaching part time in the subject.
. material covered during implementation	The media and summative evaluation were largely ignored. 10% feel oral language was not presented well
. time to prepare, plan and mark	One out of five say they do not have sufficient time. One out of six feels he/she does not have sufficient teaching time to cover the course.
. teaching gifted students; teaching students experiencing difficulty	Teachers feel neither group is being given adequate attention largely because of little planning time, teaching time, and mixed clases.
. evaluation	There is confusion about the purposes and methods of summative evaluation, in particular with criterion-referenced interpretation in marking.
CONSULTANTS:	
. understanding of the program	62% feel they were not prepared sufficiently to implement the program.
. time on the job	73% lack sufficient time to plan in-service sessions. 61% say they do not get enough time for in-service sessions.
. human resources available	65% are dissatisfied with the opportunities teachers have to exchange, share, strike committees, or attend workshops. Consultants feel they are handicapped in their work by other responsibilities.
. responding to the needs of teachers	69% state they are unable to address these requests as much as they would like.
. evaluation	Consultants need training in summative evaluation, especially in correcting methods.

PARENTS:

. being informed about program	Parents (60%) feel they are not kept informed.
. how students are evaluated	The majority of parents stated they did not understand how their child's work was evaluated. They criticized how marks were determined and the confusing manner in which they were informed of the results.

STUDENTS:

. seeking feedback	Students are uncertain about how best to seek and receive feedback in order to improve their work.
. revising strategies	Students do not do this well and state they know this.
. proofreading strategies	Surface mechanical errors are often ignored. Students experience difficulty in editing.

9.3 The Examination Results

The results of the student examination underscore the need to perfect the measurement tools used in evaluation. Examination results must be judged in the light of the cold reality of our evaluation knowhow. The results of this examination suggest that students in Secondary II English Language Arts can, in a given context, generate ideas for narrative writing, and use pre-writing strategies to extend or re-shape them. Students can produce drafts of their narratives and they do this well. Not one student in the sample failed to produce a narrative. All know the essential attributes of the story form. Too many students stop short of polishing and refining their writing. The random nature of the selection of students in this sample cannot indicate if all the students were "on the program". However, the results of this sample do show that students are having difficulty practising strategies for revising and proofreading. This phenomenon should be examined further.

10. RECOMMENDATIONS

The following recommendations arise from this study:

1. Further research and investigation should be funded in order to examine the developmental profiles of students' language abilities from the beginning of Cycle One to the end of Cycle Two. Both the program and the Definition of Domain should be reviewed in order to include such profiles as guidelines in determining evaluation criteria.

2. The program guides should be reviewed from the point of view of efficiency and pertinency of material. In particular, the five guides deemed "least useful" should be examined carefully to understand why they have been largely ignored. (It is interesting to note that three communication guides are rarely used while many teachers complain about the lack of material on the variety of media.)

3. A study should be initiated on the nature, complexities, and teaching of revision and proofreading. Following such a review of the literature, the development of further resources and future teaching re-training sessions may be recommended.

4. Continued in-service sessions should be offered dealing with oral communication. A variety of models should be developed for evaluating oral communication.

5. In-service planning should address the role of summative evaluation in English Language Arts. Models of approach, criterion-referenced interpretation, and correcting procedures should be given priority.

6. All in-service sessions should continue to use teachers as resource people and should be organized in such a way that the sessions serve as forums for discussion and exchange.

7. Studies which discuss collaborative learning should be examined closely for the information they offer on the effect of gender on group dynamics. See, for example studies done by the Ottawa School Board (Pringle et al.) and Vanier College (Davis et al.).

PROGRAM: English Language Arts 1 - V

MEASURE: Evagren Sec. II - Spring 88

SCORING CRITERIA

SCORING CRITERIA

ACTIVITY	OBJECTIVE	CRITERIA	SCORE	CODE
#1 . listening and viewing . responding . questioning	3a. 4a, b 6a, b, c.	_____ * establishes the learning context.	_____	_____
#2 . writing a list of questions generated by a picture.	3a, b 4a 5a	. no questions at all, . silly and/or non-connected questions; . no indication of interest	0-2	A
		. evidence of questions, but most superficial and/or general, . questions connected to picture; . indication of interest	3	B
		. variety of questions, both general and specific, . evidence of an attempt to be open-ended, speculative and/or analytic; . connectedness to picture in light of interest shown.	4	C
		. all of the above, . evidence of divergent, thoughtful or creative thinking; . ideas linked to picture and interest in it.	5	D

SCORING CRITERIA

ACTIVITY	OBJECTIVE	CRITERIA	SCORE (10)	CODE
#3				
. writing answers . writing new questions and ideas	4a, b 5a	. no answers; no new ideas/questions, . answers/questions trite and trivial, . answers/questions disconnected to activity #2 OR . no reason given for new direction.	0 - 5	A
		. answers to questions were general than specific, . questions and/or new ideas stated, . connection to activity #2 OR . reason given for new direction	6	B
		. answers to questions specific, . new questions and/or ideas show new ideas emerging, . connection to activity # 2 OR . reason given for new direction	7 -8	C
		. superior evidence which provides specific yet speculative responses, . new questions/ideas reveal hints of what will become story detail, . connection to activity #2 OR . reason given	9 - 10	D

SCORING CRITERIA

ACTIVITY	OBJECTIVE	CRITERIA	SCORE (15)	CODE
#4				
. first draft of story	5b	. weak plot, little connection to picture, lacking interest, no organization, no title; little narrative detail	0 - 7	A
		. basic narrative, connection to picture, some story details, sense of beginning and ending, a title; attempt to make story interesting	8 - 9	B
		. story structure in place, use of interest-generating devices: mood, tone, suspense, etc; details which give the story substance, title, a sense of organization; connected to picture.	9 - 12	C
		. story viewed as creative, lively, interesting, and/or expressive: in other words a delightful story to share, organization suitable for a first draft, title; story in harmony with the picture.	13 - 15	D
#5				
. providing feedback to writing partner	6b	. no feedback recorded, . feedback not pertinent to draft; . no questions posed for clarification	0 - 5	A
		. general feedback; no specific suggestions, . no helpful questions for clarifying or extending the writing	6	B
		. feedback; some pertinent and specific, . questions which seek to clarify and extend thought; . feedback helpful	7 - 8	C
		. feedback viewed as superior.	9 - 10	D

SCORING CRITERIA

ACTIVITY	OBJECTIVE	CRITERIA	SCORE (10)	CODE
#6 . revising first draft for: - ideas - ordering - expression	5c 6a, c	. no revision made, . no apparent connection to feedback	0 - 5	A
		. some revison, even if lacking order and/or purpose, deleting, word insertion, etc. . related to feedback	6	B
		. revision indicates a specific purpose in mind, . connected to feedback; . noted overall improvement because of it	7 -8	C
		. writing has clearly benefited from revision: richness of details, story structure, interest etc; . connected to feedback	9 - 10	D
#7 . editing and presenting of final product	2a, b, c, d 5c	. frequent errors reveal lack of understanding of language rules (grammar, punctuation, spelling, paragraphing), . limited semantic awareness (words and phrases; passive vocabulary) . inappropriate usage, register and language function for the assigned context . no final presentation of previous revision elements	0 - 14	A
		. evidence of editing attempts in grammar, spelling and punctuation . more varied vocabulary . appropriate usage, register and language function for context . final presentation made with revision attemps that show improvement	15 - 18	B
		. abundant and varied evidence of editing; . semantics: varied and expressive, . appropriate usage, register and language function for context, . awareness of needs of audience.	19 - 22	C
		. superior in above categories, work virtually error-free	23 - 25	D

SCORING CRITERIA

ACTIVITY	OBJECTIVE	CRITERIA	SCORE (10)	CODE
#8 . responding to new partner's story	6a, b, c	. no feedback recorded . no accommodation made on partner's behalf (i.e. sarcasm etc.) . no reference to specific story parts; . no questions asked	0 - 5	A
		. feedback reveals openness of expression; personal thoughts and feelings. . pertinent suggestions made; . genuineness of purpose	6 - 7	B
		. all of the above features in evidence	8	C
		. superior in all of the above	9 - 10	D
#9 . general interaction	1a, b	. yes . no	5 0	B A
#10 . function of talk	1a, b	. sender . receiver only . both	2 2 5	C B A
#11 . The nature of the talk (based on verbal and non-verbal cues)	1a, b 6a, b, c	. enthusiastic . enthusiastic at times . indifferent	5 3 0	C B A

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Beverly Steele
Co-ordinator for
English Language Arts Evaluation

Nicole Grandbois
Co-ordinator for
Program Evaluation

Gouvernement du Québec
Ministère
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